

A large group of children and adults are gathered outdoors, cheering with their arms raised. They are wearing white t-shirts with red and blue designs. The background shows a rocky hillside with some greenery.

NAVIGATING FOR SUCCESS

Easy roadmaps to follow for
Navy Community Service
Projects

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**Easy roadmaps to follow for
Navy Community Service Projects**

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NAVIGATING FOR SUCCESS

Easy Roadmaps for Command Community Service Projects

Introduction

The Navy Community Service Program offers commands the opportunity to make a major, positive, long-term impact on the development of youth and the quality of life for residents and personnel stationed in the region. In the process of achieving these improvements, this program serves as a vehicle for character development and civic involvement for Sailors and civilian personnel.

A basic premise of this book is the belief that no Navy Community Service Program coordinator should “reinvent the wheel.” A variety of successfully implemented community service projects are provided, along with the procedures needed for replication. Like any good roadmap, this booklet provides a list of the necessary steps (resources) and procedures needed for producing desired project outcomes. New command coordinators are encouraged to review the projects presented in this booklet for their respective commands.

Organized around the five Flagship Project categories, activities listed in each category are designed to support the goals of the Flagship and conform to Navy Community Service Program good practices. As coordinators become more familiar with the program, projects should be varied to adapt to local needs. Coordinators are asked to forward variations or new projects in the format found at the back of this Cookbook to:

Commander, Navy Installations Command, Millington Det (N-255)
5720 Integrity Drive
Millington, TN 38055-6050
E-mail: MILL_communityservice@navy.mil

New Community Service Program Coordinators are encouraged to visit their local volunteer center or DOVIAs (Directors of Volunteers in Agencies) organizations for additional projects and resources. Call the Points of Light Foundation at (800) 750-7653 for your nearest center.

Community service is fun and satisfying – sharing ideas will make the Navy Community Service Program easier and more effective for everyone.



PERSONAL EXCELLENCE PARTNERSHIP (PEP) PROGRAM

Project: LUNCH WITH A SAILOR

For many school children, their school meals represent the first “social dining” experiences without parental supervision. This project will help teachers reinforce good cafeteria behavior and promote good table etiquette while providing a positive mentoring opportunity for students with Navy personnel.

Materials/Resources:

- Paper plates, cups, plastic silverware (to be used to demonstrate proper dining etiquette)

Procedures:

1. Review with students the criteria for good cafeteria behavior. Either a teacher or a Navy volunteer provides review.
2. Demonstrate proper table etiquette (using eating silverware correctly, using napkins, chewing with one's mouth closed, cleaning up one's place upon completion of a meal, etc.) This can be done in a variety of ways: role playing, demonstration by the teacher, volunteer, or video.
3. Practice proper table etiquette with children by inviting Navy volunteers to have lunch with students. (In some schools, it may be necessary to obtain advance permission for non-school personnel to purchase meals and use cafeteria facilities.) Two or three practice sessions should be sufficient.
4. Once students practice their table manners, cafeteria monitors observe students to determine which classes exhibit the best mastery of table etiquette and dining skills. Classes selected for the best cafeteria behavior are rewarded with Navy volunteers dining with students at lunchtime. The ratio of volunteers to children should be no more than one to three, so that lots of individual attention and praise can be given to each child. (Navy volunteers who exemplify good dining manners should be selected as the “prize” for this project.)
5. Periodically ask school counterparts for feedback on the success of the Lunch with a Sailor initiative. If necessary, go back into the classroom and do a little “refresher” training on good dining etiquette.

Variations:

Lunch Buddies - A regular meeting between a Navy mentor and a school student or group of students that involves sharing lunchtime together.

Career Chats - Command sends a different Sailor or civilian employee with different ratings, designators, or jobs to share career information about their jobs to kids over lunch.



Project: E-MAIL MENTORING

Students need a one on one relationship with an adult to help them grow up and develop into responsible, productive adults. Navy personnel are good role models for young people. Many of them have jobs that make it difficult to leave the work site to visit a child at a school or youth organization. Technology makes it possible to develop a mentoring relationship with a young person without leaving the office. An added benefit of this program is the reading and writing practice that students receive by participating in the program.

Materials/Resources:

- Screened, approved volunteers who have access to a computer with internet capability.
- A Personal Excellence Partnership with a school that has been wired for the internet and equipped with e-mail.
- A school and command coordinator to oversee the program.



Procedure:

1. Recruit/screen volunteers who wish to help kids, but whose jobs do not permit regular mentoring at the school. Collect work e-mail addresses of approved volunteers.
2. Work with a school that is appropriately wired and programmed for e-mail to identify a class or students who wish to have e-mail mentors. Students and Navy volunteers should use first names only in e-mail exchanges with each other. Navy volunteers send e-mail to the teacher's school address and the teacher then directs mail to the appropriate student. Ensure the teacher has a list of both the student and the mentor e-mail names so that e-mail may be properly directed.
4. Provide an orientation for volunteers to include:
 - a. Correspondence should be made on a regular basis. If the Navy mentor transfers, is ill, or is sent on travel for an extended period of time, the student should be notified and a substitute assigned for extended or permanent separation.
 - b. At no time should students and mentors exchange their real names, home addresses (including home e-mail addresses), or telephone numbers.
 - c. Mentors should be aware that the teacher might read the e-mail before forwarding them to students.
 - d. If a student reveals personal information that needs to be addressed (abuse at home, insufficient food or clothing, etc.), the mentor should immediately refer the information to the teacher or school counselor.

e. While character development is an important aspect of mentoring, the e-mail mentor program should not be used to offer religious development to students.

5. Ensure that the school provides an orientation to students (and perhaps to parents as well) about e-mail mentoring so that they understand that they should not reveal their real names, phone numbers, or addresses to their mentors. They should not be alarmed by the requirement, but they should understand that it is for their own safety and to ensure their privacy.

6. Initial exchanges should introduce mentor to student and vice versa, establish rapport, and explore discussion possibilities. If desired, the teacher can set topics to be discussed in initial e-mail exchanges (e.g., mentor might discuss where he/she grew up and how it is like/different from where the student is growing up, mentor might describe his/her family, job, or travels).

7. At the end of the school year, the mentors and students might meet face to face in an end of year party or social occasion.

Variations:

Teacher Mentoring - Match a computer literate Navy mentor with a teacher who would like help in effective use of a computer.

Pen Pals - Instead of corresponding by e-mail, set up a traditional pen pal program between Navy volunteers and students. Navy personnel do not need to be far away in order for a good correspondence to be established with a child who needs practice reading and writing.

Project: GOOD CONDUCT MEDAL HONOR ROLL

Schools are full of young people with average grades, generally good conduct, and regular attendance at school. Frequently, the only thing holding these children back from higher grades is self-confidence. These students often are not competitive for many of the existing incentive/ recognition programs in their schools because they are neither superstars academically nor problem students. If these students felt that they were good enough to perform better, they just might be confident enough to set higher goals for themselves and achieve them. The Good Conduct Medal Honor Roll is intended to recognize this type of student.

Materials/Resources:

- Good Conduct Medal Honor Roll certificates (locally designed for presentation to honor roll students)
- Good Conduct Medal Honor Roll on which to list students names (locally designed and made)
- Teachers willing to identify students from their classes to be placed on the honor roll

- Navy volunteers to prepare and present certificates to students

Procedure:

1. Obtain permission from the commanding officer and the principal of the command's partner school to establish a Good Conduct Medal honor roll.

2. Brief teachers on the purpose of the Good Conduct Medal Honor Roll and the procedures for including their students on the honor roll. Explain that good conduct medals do not mean that a Sailor is the best Sailor in his unit, but that it means that the Sailor has performed his duty responsibly, has behaved in compliance with regulations, and is a good, dependable member of the command. Students to be targeted for the Good Conduct medal are comparable in that they do their schoolwork, follow school rules, and are generally well behaved. This program aims to offer an opportunity to focus attention on a positive aspect, trait, or deed of an otherwise average child. Criteria for selection for inclusion on the Good Conduct Medal Honor Roll might include:

- a. The student goes out of his way to assist a fellow student to understand a difficult concept or idea contained in his schoolwork.
- b. The student offers unsolicited assistance to the teacher, Navy volunteer, or a classmate.
- c. The student demonstrates unusual improvement in performing a school task or demonstrating mastery of assigned work.
- d. The student's attendance improves.
- e. The student volunteers more answers in class in response to teacher questioning.
- f. The student assumes additional classroom responsibility.

3. Once teachers have identified the students in their classes whom they wish to see on the honor roll, the Navy command should prepare the certificates for presentation, prepare the master Honor Roll List for posting in the school, and identify a command member to present the certificates to selected students at the school.

4. The designated command representative should publicly award Honor Roll certificates to students at regularly scheduled school assemblies.

Variation:

Bravo Zulu Letters – When normally undistinguished students demonstrate improvement or perform exceptionally well, the teacher provides a list of names and accomplishments to Navy volunteers who write letters to the students praising their accomplishments and encouraging them to continue their efforts for future success.



Project: GROUNDHOG JOB SHADOW DAY/TAKE OUR DAUGHTERS/SONS TO WORK DAY

Studies have shown that students find schoolwork more relevant if they can understand its relationship to future employment requirements. Groundhog Job Shadow Day and Take Our Daughters/Sons to Work Day provide students with the opportunity to visit the world of work, learn what skills are needed to perform various jobs, and appreciate the importance of doing well in school to prepare for future employment.

Materials/Resources:

- www.jobshadow.org
- www.daughtersandsonstowork.org/
- Selected youth and adult volunteers
- Command Coordinator

Procedure:

1. Obtain permission from the Commanding Officer for command participation in the subject events. When bringing children to the work place several considerations should be reviewed: the maximum number of children which can be comfortably handled in the workplace without jeopardizing performance of mission, the age of children to be brought to the workplace, and possible safety hazards to children in the workplace. Coordinators may find it helpful to set parameters for participation in the job shadowing event.
2. Announce the date established to celebrate Groundhog Job Shadow Day or Take Our Daughters/Sons to Work Day within the command. For Take our Daughters/Sons to Work Day, personnel should register their children in advance if they wish to participate in the event. Since Groundhog Job Shadow Day is not specifically for family members of personnel, agreement should be reached between the command and a local school, youth organization, or social service agency regarding who may participate in the event. Specify if job shadowers need to bring their own lunches or if lunches will be provided by the command.
3. Set up an agenda for the job shadow day. Include a welcome aboard from the commanding officer or designated representative, an overview of the command's mission and how it accomplishes this mission, a presentation on how to obtain employment by the command (a briefing by a recruiter or career planner and a briefing about seeking employment as a civilian employee of the Navy), a brief tour of the command, and a block of time to job shadow a specific Sailor or employee at the command. Be sure to allow times for breaks and rest room use. Reserve conference rooms early. If the command is providing the transportation, buses should be reserved early.
4. Provide a brief orientation for command members who volunteer to have a student or students job shadow them for the day. Stress the importance of showing realistic job requirements, both good and bad aspects of the job, and normal give and take with fellow

employees. Request that personnel explain to their job shadowers how their schoolwork prepared them for their jobs and which skills learned in school are especially important in their jobs.

5. On the day of the event, meet the job shadowers at a previously designated site and escort them to the briefing room to begin the day's activities. At the conclusion of briefings, match job shadowers up with the employees/ Sailors they will be shadowing. Clearly specify what time job shadowers should be returned to a central spot for transport back to their schools or designated location for pick up by parents. Allow a short period of time before job shadowers leave, for them to provide feedback on the day's activities.

6. Be sure to thank briefers and provide letters of appreciation/certificates to individuals who volunteered to provide job shadowers with a view of the world of work.

Variations:

Teacher Shadowers – So that teachers can better understand the world of work and the skills required for various occupations, invite teachers to job shadow command personnel on one the schools "in-service training days."

Interns for a Day – Instead of job shadowing, students should be assigned a small work project to perform. This task should reflect real world of work requirements and should give a student a "hands on" appreciation for an occupational field.



Project: LIVING GEOGRAPHY PROGRAM

With advances in communication technology and transportation systems to facilitate worldwide travel, people are interacting with foreign nations the way they used to interact with local neighbors. Because we are now operating in a global economy, it is important that young people become geographically literate to function well as adults in the world of work.

Materials/Resources:

- Recent maps of the state where the command or school
- is located, U.S. maps, recent World maps
- Colored stickpins
- Navy volunteers
- Partner school teachers

<http://www.ed.gov/pubs/parents/Geography/index.html>



Procedure:

1. I identify the home of record of command members. Share this information with a partner school. Have students locate where each command member is from with a colored stickpin on a map. Without identifying the command member, have him/her write a brief description of where he/she is from without naming the site (the description should contain clues – e.g., the place is located in the Midwest, it's very flat, the state is noted for its wheat fields, etc.). Students should try to guess the location and identify the Navy volunteer.
2. Have command members who are going TAD or TDY to another location send back post cards of notable landmarks. Post cards should be forwarded to the school and posted. Visited sites should be noted on the maps with colored stickpins.

Variations:

Unit Deployments – If the Navy partner command is a deploying organization (ship or squadron), information on the location of the unit should be sent to the school. Location of the unit might be provided in degrees longitude and latitude for the students to note on the map and identify the actual site of the deployed unit at the time specified.

Project: READERS IN UNIFORM

Children who are read to generally develop an appreciation for reading and story telling. Not all young children are fortunate enough to have been read to early in life, which can negatively impact reading readiness. This program is designed to encourage children to develop a love of reading.

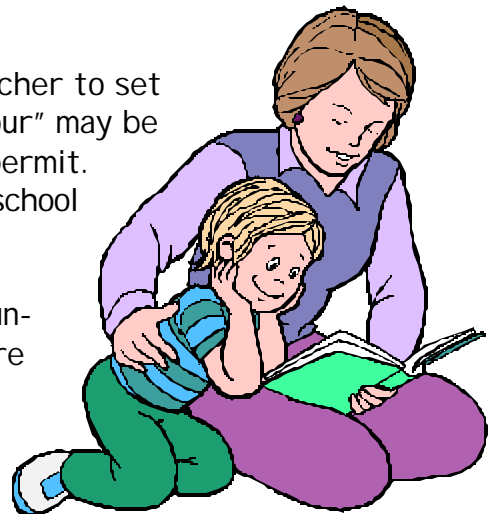
Materials/Resources:

- Volunteers (screened and approved to work with children)
- Books approved by teachers

<http://www.famlit.org/>

Procedures:

1. Coordinate with a principal, school librarian, or teacher to set up a regular story time for school children. "Story Hour" may be conducted weekly, biweekly, or monthly as schedules permit. Reading sessions may be held either in the classroom, school library, or other approved school site.
2. Solicit volunteers to read stories to children. Volunteers should be able to read with expression to capture the interest of young listeners.
3. Following the command's established procedures, screen volunteers for appropriateness to work with young children.
4. Teachers or school librarians should select age appropriate books for each reading session. If possible, provide these books to designated readers in advance so that they may familiarize themselves with the stories.
5. Assign volunteers to specific reading times and dates. This program can be accomplished with as few as 1 or 2 volunteers per reading session.



Variations:

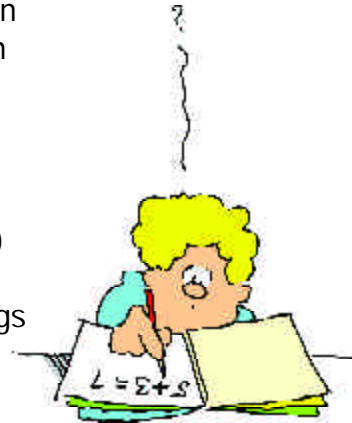
Video Reading – Members of deploying units can read books on video or audio tape prior to departure, leaving the tapes with the teacher/librarian to be used when desired.

Project: SATURDAY ACADEMIES

Some students need special attention to grasp important school subjects such as reading or arithmetic, others simply need more time than is allotted in class to master a concept. Saturday Academies provide both individual attention and additional time on task.

Materials/Resources:

- Volunteers (screened and approved to work with children)
- Practice materials for the school curriculum
- School Rooms which may be available on Saturday mornings
- School Personnel to supervise the Saturday sessions



Procedures:

1. Working with your partner school's principal or designee to set up a Saturday Academy to tutor young students needing individualized instruction or increased practice exercises to succeed academically. Some school considerations are: opening the school on Saturdays, student transportation, parental permission slips, teacher-approved work sheets and selection of students.
2. Solicit and screen volunteers. Ensure that volunteers are committed for the duration of the Saturday Academy program (usually 6 to 8 weeks in length). Assign volunteers to be primary tutors or substitutes. Tutoring may be accomplished either one on one or in small groups.
3. Arrange for school staff to provide a volunteer orientation of the site, the curriculum materials, and Academy procedures.
4. Schedule volunteers for the sessions and designate back-up volunteers who will attend each Academy session.
5. Arrange for the school to pre- and post-test students on Academy curriculum to measure program effectiveness.

Variation:

Homework Clubs – Instead of tutoring on Saturdays, meet with children once a week after school for one hour to work on current subject matter that is giving the students difficulty.

Project: BACK TO SCHOOL WEEK

Materials/Resources:

- A Personal Excellence Partnership with an on-base or local community school(s)
- Volunteers (screened and approved to work with children)



Procedure:

1. Back to School Week takes place about one month after the first day of classes. The goal of Back to School Week is to encourage schools and Navy departments/commands to recommit to their partnerships or forge new partnerships by planning events and student mentoring strategies for the upcoming school year.
2. Navy volunteers who wish to participate in Back to School Week should contact their partner school's principal at least 2 months prior to the beginning of the new school year.
3. In collaboration with the partner school's teachers and principals, Navy volunteers plan activities that take place at the school or at the Navy base that increase communication, motivate student achievement and prepare the students for the future. Possible activities could include a ceremony at the school to kick off the partnership, a show and tell day at the school demonstrating different Navy careers, a "shadow day" in which members of the command follow the Principal or teachers for a day or vice versa, or a field trip with the school coming to visit the command.
4. Navy volunteers should report planned activities with their partner school to the command and/or base PAO for possible coverage by the base newspaper or local media. Participation in Back to School Week offers an excellent opportunity to showcase the Navy volunteer's involvement in local or on-base schools.

Variations:

Back to School Day - Instead of planning several activities to take place at the school and/or on-base during two or three days during the week, activities are planned for one day and may take place only at the partner school or only on-base.

PEP QUICK PICKS

Here are a few simple ideas that you might want to consider for your Personal Excellence Partnership Program:

Test Proctors: Schools often need “extra eyes” to help proctor standardized tests. A small number of volunteers are needed to support this project. This is a good activity for the occasional volunteer.

Navy Greeters: The first day of school can be difficult for younger students. Organize a small group of Navy volunteers to meet kindergarten students and first graders at the school entrance and help them find their classrooms. The school can provide volunteers with a school floor plan and class rosters to facilitate this process. Some groups may want to go an extra step and place volunteers at intersections with crossing guards to escort students safely across busy streets.

Pep Rallies: Before testing cycles or at the beginning of the year, promote “Doing Your Best” by organizing a motivational pep rally for students.

School Pride: To encourage pride in their school, take the school's mascot (a stuffed animal, wooden mannequin, poster) with your command when you deploy. Photograph the mascot at sea and at the various port calls made. Send the pictures back to the school with a message from the mascot about the places visited.

Guest Speakers: To show students the practical application of subjects taught in school, develop a list of job and specialty skill presentations that command personnel can offer to schools. Categorize the list by school subject and grade level. Provide a copy of the list to the school principal. Update the list annually.



ENVIRONMENTAL STEWARDSHIP FLAGSHIP

Project: TREE PLANTING FOR EARTH DAY OR ARBOR DAY

Planting a tree is often done as a symbol of renewal and a commitment to the environment. Commands may want to celebrate Earth Day or Arbor Day with a tree planting ceremony.

Materials/Resources:

- Volunteers
- Shovels
- Mulch, Water, Fertilizer
- Stakes, Twine
- Tree(s)

<http://www.earthday.net/>

<http://www.allspecies.org>

<http://www.nationalarborday.org/>



Procedures:

1. Obtain command support for an Earth Day Tree Planting Ceremony and select a location for the planting. Command support may include not only permission to do the project, but also funding support for the purchase of a tree or trees and the fertilizer and mulch as well. Check with the base (or park, school, or highway authority) to determine if there is a planting plan for the location you have selected and to find out if you must plant a specific type of tree in the area in which you wish to plant.
2. Schedule the tree planting, publicize the event, and recruit volunteer planters. If it is to be a ceremony, you may wish to invite a school group, community organization, or command personnel to the event.
3. Obtain the tree, mulch, fertilizer, stakes and planting tools. Arrange for someone knowledgeable about proper planting procedures to provide a briefing for volunteers on the day of the planting. The briefing should include both instructions for planting and safety considerations.
4. Arrange for photographic and public affairs coverage of the tree planting.
5. If the tree planting event needs to be completed in a short amount of time, you may wish to pre-dig the hole(s) for the trees so that the tree planting will go smoothly and quickly on the event date.
6. Prepare remarks for the Commanding Officer to present as part of the Earth Day tree planting event if it is to be a ceremonial occasion.
7. Recognize the volunteers who supported the event with letters of appreciation or certificates. Share publicity on the tree planting event with the Navy Community Service magazine, NAVY Volunteer!.

8. Arrange for follow up care of the newly planted trees to ensure that they successfully root and establish themselves in their new location.

Variations:

Butterfly Gardens – Instead of planting a tree, plant a garden with plants that will attract butterflies.

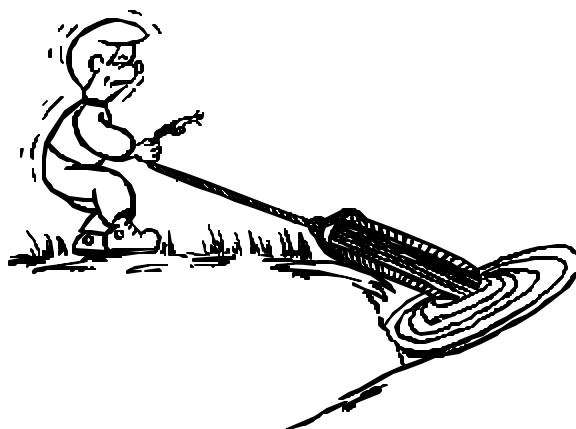
Bird/Bat Houses – Obtain bird or bat houses and have students paint/decorate them and hang them in appropriate places around the base. Be careful not to attract birds to areas which could be unsafe for the birds or unsafe to people (e.g., near aircraft runways and hangars).

Project: COASTAL/ShORELINE CLEAN-UP

Waterways are an important part of the environment, supporting wildlife, promoting plant growth, offering recreation and enjoyment to families and sports enthusiasts. Maintaining our waterways in good condition is a responsibility of all citizens who use and enjoy these natural resources.

Materials/Resources Needed:

- Volunteers
- Trash Bags
- Work Gloves
- Sun Screen/Hats/Wind Breakers (as needed)
- Drinking Water
- Rakes, Shovels, Weed Whackers, Pointy Sticks,
- Dumpsters or Trash Receptacles
- Safety Instructors
- Public Affairs Coverage



<http://www.oceanconservancy.org/site/PageServer>

Procedures:

1. Identify a coastal or shoreline area to be cleaned and determine who has authority over the area (National Park Service, local government, base commander, school or organization, etc.). Obtain permission for the clean-up and if possible arrange for collaboration with the clean-up effort.
2. Set a date and time for the clean-up (Make a Difference Day, International Coastal

Clean-up Day, Earth Day, etc.) and establish the extent of the effort (scope of area to be cleaned). Clearly define the goals of the clean-up (specify if it is to create awareness of the problem, educate, or just eliminate debris and trash to make the area more scenic and enjoyable). Obtain support commitment from the command, clean-up collaborators, resource suppliers, and public affairs.

3. Publicize the event and provide a knowledgeable point of contact with telephone number and e-mail address where questions may be directed. Specify a specific sign up area, volunteer reporting site, meeting times, and project coordinators. Announce foul weather alternatives. Be sure to list specific gear which volunteers may be expected to bring (gloves, heavy clothing, protective boots, etc.).

4. Prepare press releases to create awareness and interest in the Clean-up. Arrange for safety instructors to brief volunteers on procedures for handling broken glass, needles and other hazardous materials; dealing with snakes, rats, and other wildlife; avoiding poison ivy, thorny plants, and insects; and obtaining first aid or other emergency medical support.

5. On the day of the event, convene the volunteers and divide them into clean-up teams, deliver the safety presentation, distribute gloves and other clean-up materials, and assign clean up areas to each team. Monitor the progress of the clean-up, ensure that adequate trash receptacles are available, and facilitate volunteer access to water and cleaning equipment. Take "before" and "after" photographs to document clean-up accomplishments.

6. After the event, prepare thank you letters for briefers and organizations which provided clean-up support. Prepare letters of appreciation or certificates for volunteers who supported the clean-up.

Variations:

Litter Inventories – As part of the clean-up effort, categorize and list the different types of litter found. Identifying the litter in an area can help identify who the litterer might be and where the litter came from.

Park Clean-up – Instead of cleaning up coastal or shoreline areas, select a public park and collect litter, pull up dead plants and weeds, put up or restore trash containers, and improve the attractiveness of the site.

Project: RESTORATION AND PRESERVATION OF HISTORIC SITES

Historic sites are important because they commemorate past events and people and give us greater understanding about our past. As the nation ages, so do our historic landmarks and they require special attention and renovation in order to preserve them for future generations.

Materials/Resources:

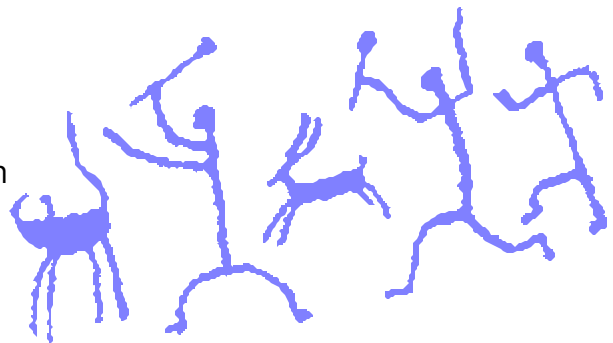
- Volunteers
- Tools and materials (provided by the site coordinator)
- Point of contact from the historic site to act as site coordinator

<http://www.nationaltrust.org/>

Procedures:

1. After obtaining command approval, identify a point of contact for a historic site which is in need of repair, restoration or preservation. Often, site coordinators will initiate the project by requesting assistance from the command. Determine what work needs to be done, how many volunteers are needed to perform the work, and how long it will take to complete the needed repairs and restoration.

Explain to the site coordinator that the Navy can supply only human resources and that materials and tools to perform the needed work must be provided by the site.



2. Recruit volunteers for the project. If special skills such as carpentry or gardening are required, make sure that you make a direct appeal to Navy personnel who are likely to have those skills.

3. Conduct a volunteer orientation that provides information about the site and an overview of the work to be done. Schedule volunteers to go to the site and perform the restoration/preservation tasks. Make sure you include a safety briefing before starting work.

4. Keep your public affairs office apprised of the status of the restoration/preservation work for potential stories. Photographic coverage of the site improvement is also helpful.

5. Your command may wish to adopt the site in order to perform regular site maintenance. If this is the case, coordinate formalizing the relationship between the site and the command with your commanding officer and the director of the historic site.

6. Upon completion of the work at the historic site, draft letters of appreciation or certificates of achievement for volunteers.

Variations:

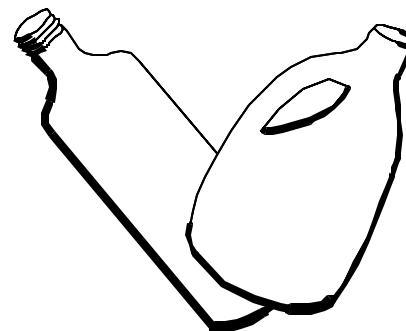
Museum Docents – Recruit volunteers to help preserve the past by serving as docents, tour guides, or museum aids at local museums or libraries.

Historic Plant Life Restoration - Research the indigenous plants that once grew in the area your base is located. Examine the plant life on the base to determine if those indigenous plants are still represented on base. If indigenous plants are no longer on the base, consider planning and planting a garden of indigenous plants and providing information about them on small signs posted in the garden to familiarize base personnel and visitors with their background.



Project: TOUR OF PLASTIC WASTE PROCESSING ONBOARD A NAVY SHIP

The Navy makes a concerted effort to maintain the health of the oceans and seas on which our ships travel. The Navy has developed a unique process to deal with the challenge of keeping the seas free of dangerous pollutants, particularly non-biodegradable plastics. To demonstrate the Navy's commitment to recycling, a tour of the Plastic Waste Processing center on board a Navy ship demonstrates to visitors the Navy's efforts to use the seas responsibly and to maintain clean waters for all to enjoy.



Materials/Resources:

- Plastic Waste Processor room onboard a Navy vessel
- Sailor to serve as a tour guide onboard the ship
- Sailor knowledgeable about the handling of waste on ships
- Sample plastic disks
- Refreshments

Procedures:

1. Invite a local school or community group to tour the ship and observe how the Navy handles plastic waste. This might be a particularly appropriate activity to perform as part of an Earth Day celebration.
2. Determine a date and time for the tour that accommodates the needs of both the group invited and the ship. Ensure that base gate guards are informed that the group will be visiting the ship on a specific date and time to facilitate base entry. In addition, advise the group leader/teacher on appropriate shoes and clothing for the ship visit.

3. Schedule the commanding officer or his representative to welcome the visiting group to the ship and to briefly give the background and mission of the vessel. Identify knowledgeable Sailors to lead the visitors on a tour of the ship and to demonstrate how the Plastic Waste Processor operates. Ensure that the plan for the ship tour includes identifying what kinds of waste are generated and how those wastes are dealt with (be sure to distinguish between biodegradable wastes and non-biodegradable waste).
4. On the day of the visit, meet visitors and escort them to the area where they will be greeted and briefed by the commanding officer/representative. Commence the ship tour upon completion of the briefing. Tour guides might ask the visitors to speculate on how various waste materials are handled and should point out the ship's recycling efforts (paper towels, computer paper, carbon paper, toilet tissue, etc.).
5. The highlight of the environmental tour is the visit to the ship's Plastic Waste Processing room. Demonstrate how the Plastic Waste Processor takes all forms of plastic and treats them in such a way as to produce a solid disk that can be incinerated as a fuel source or turned in for manufacturing new products. Provide a disk for the visitors to examine and discuss the benefits of keeping plastic out of the oceans and landfills.
6. After the tour (which will take approximately two hours to complete), adjourn to the mess deck for refreshments.

Variation:

Tour Base Recycling Facilities – Examine the various materials that the base recycles and observe how these materials are handled.

Project: BIRD COUNT

All over the world, animals and plants share the land and its resources with people. Naval bases and stations are no exceptions. In order to make wise decisions about the use of land and water on base, it is important to know what animals share the land and use it as their habitat. A good starting place to identify animals which share a base with the Navy is to perform a bird count. It should be performed over at least a year period so that it can be noted which birds are in the area at each season.



Materials/Resources:

- Volunteers
- Reference books to identify birds
- Binoculars
- A bird log

Procedures:

1. Solicit volunteers who are interested in birds and who are willing to commit themselves to the bird count for at least 2 days every month for a year. Divide the base up into areas which a volunteer can comfortably observe. Assign watch areas.
2. Distribute maps of assigned areas, binoculars and bird reference books, and bird logs to volunteers. Bird logs should include the following information: type of bird seen, number of birds of the same species seen, and the date and time they were seen.
3. Schedule regular meetings of volunteers throughout the year to compare and consolidate log information. Share findings with environmental personnel and the command leaders.
4. Compile a year-end report on the variety of birds that live on/visit the base. Present the report to the command leaders and environmental department. You may also share the report with state Audubon Societies and nature groups.
5. Prepare letters of appreciation for the volunteers.

Variation:

Wildlife Counts – Instead of counting birds, count the varieties of other wildlife that live on the base.



ENVIRONMENTAL QUICK PICKS

Adopt-a-Spot programs are usually coordinated by a municipality's Environmental Commission or office. The commission can provide groups with a listing of spots from which they can select. Typically, the commitment for the adopting organization is to conduct a minimum of four clean-ups per year. The commission will provide guidance on how to handle the trash collected, including disposal. Groups may adopt a stretch of beach, a local park area, a street, or other public place. The size and condition of the "spot" will dictate the approximate number of volunteers needed. Volunteers need to wear protective gloves and may also require safety glasses, protective clothing, reflective vests, etc. Volunteers must also be briefed on potential safety hazards.

Environmental Fair: Sponsor an environmental fair at the school. Invite local environmental groups to exhibit (Audubon Society, wildlife rescue groups, zoo officials, base environmental engineers, etc.) and share information with students.

Picture Zoo: Collect pictures of different species of animals for use as a reference file for children studying the varieties of animals found all over the world



HEALTH, FITNESS AND SAFETY FLAGSHIP

Project: SPECIAL OLYMPICS COACHING

Special Olympics is aimed at individuals of all ages with disabilities. In the past, obesity was a problem for people with disabilities because of a perception that they had minimum ability to participate in sports or athletic events. Special Olympics promotes fitness, confidence, and healthy lifestyles for citizens with disabilities.

Materials/Resources Needed:

- Volunteers (one volunteer per 6-8 athletes)
- Time (about one and a half hours per week)
- Sports field/gymnasium/swimming pool/ tennis courts, etc.
- Sports equipment (appropriate bats, balls, masks,
- Weights, etc.)—usually supplied by Special Olympics
- Safety equipment (appropriate padding, masks, gloves, shoes, etc.)- usually supplied by Special Olympics



<http://www.specialolympics.org>

Procedures:

1. Contact the local Special Olympics Organization, identify a specific point of contact with whom to coordinate volunteer placement and obtaining a schedule of upcoming Special Olympics events. Identify sports activities where coaches are needed and determine commitment time and expertise required of volunteers. Request copies of Special Olympics Volunteer forms.
2. Advertise for volunteers. Be sure to specify if volunteers need to commit their support for a specific period of time (6 weeks, 6 months, etc.). If volunteers need a special skill other than ability in the athletic area to be coached (in addition to patience, good communication skills and compassion), be sure to clearly state what is required (e.g., life guard certification, CPR, first aid, knowledge of American Sign or a foreign language, etc.).
3. Arrange for volunteers to fill out Volunteer forms, receive orientation and training, and meet with athletes. (Remember, volunteers need to be screened and approved for participation with vulnerable populations). Set up a coaching schedule with the Special Olympics POC that meets the time availability of volunteers and permits suitable practice time for athletes. Be sure to have substitute coaches for times when regular coaches are unable to attend coaching/practice sessions.
4. Monitor the coaching sessions to ensure that both athletes and coaches are progressing well.

5. When Special Olympics competitions are scheduled, try to get command members not involved as coaches to serve as referees, umpires, line judges, athlete escorts, timers, etc.
6. Involve public affairs offices in photographing and publicizing volunteer support for Special Olympics.
7. Ensure that volunteers receive letters of appreciation or certificates recognizing their contribution to the development of Special Olympics athletes and support for scheduled competitions.

Variation:

Community Sports Coaching – Direct Navy volunteers to organized sports programs (Little League, basketball, football, ect.) for neighborhood children.

Project: KID I.D.

Although no one likes to think about children being abducted or getting lost, it is important to be prepared in the event that one of these unfortunate situations occurs. One way to prepare is to have ready access to specific information that can be used to identify a child and assist with a search. This project helps parents to prepare I.D. Kits for their children for use during an emergency.

Materials/Resources:

- Cameras, camcorders, film
- Scales
- Measuring sticks to measure children's heights
- An I.D. packet for each child
- Volunteers to weigh, measure, and photograph each child
- Volunteers to assist with filling out I.D. Packets

<http://www.mcgruff.org/>



Procedures:

1. In coordination with base and neighborhood security personnel and police, plan a day to help put together an emergency I.D. kit for children. Frequently police can provide blank I.D. Kits for this purpose. In addition, obtain a commitment from the security/police point of contact to provide individuals who are trained to take finger prints.
2. After establishing a project date. Arrange for a site location. Recruit volunteers who will weigh children, check their height, take their pictures, and record in the child's I.D. Kit pertinent information such as birth date, name, address, phone number, legal

guardian, identifying marks, scars, or characteristics, names of the child's pediatrician and dentist. You may also wish to schedule presentations by security personnel or local police on topics such as dealing with strangers, safety precautions for children, and procedures to follow if a child is lost or kidnapped.

3. On the day of the event, assign additional volunteers to hand out blank I.D. kits to parents, to direct families through all the I.D. Kit stops for finger printing, weighing and measuring, and photographing.
4. Arrange Public Affairs and photographic coverage of the event.
5. Draft letters of appreciation to security/police personnel who assisted in the event and to volunteers who contributed to the event.

Variations:

Child Safety Seat Inspections – Contact a local car dealership, fire department or child welfare organization which conducts inspections to ensure that child safety seats are correctly installed, to set up an inspection site on base or to train Navy volunteers to perform the safety inspections themselves.

McGruff the Crime Dog – Schedule McGruff the Crime Dog to visit a command family function to help alert children to the best ways to deal with dangerous situations.

Project: SMOKEOUT DAY

Each November, the American Cancer Society sponsors the Great American Smokeout and prepares a packet of information and activities to observe the event. In addition to assisting adults to quit smoking, the Smokeout serves as an awareness opportunity to educate young people on the health risks of tobacco use.

Materials/Resources:

- American Cancer Society Great American Smokeout Packet

<http://www.cancer.org/smokeout/>
http://www.education-world.com/a_lesson/lesson034.shtml

Procedure:

1. About 6 weeks before the Smokeout, contact your local branch of the American Cancer Society and request that they forward to you their current Great American Smokeout information packet. Review the packet to determine which ideas are workable in your command. Check with your commanding officer and determine if he/she wishes to issue a proclamation about the event. The packet contains a sample proclamation. Coordinate with the nearest base clinic to arrange for speakers on the medical problems which tobacco use creates. Arrange for command speakers to go to your partnership school and present anti-smoking messages to youth. The information packet can help you do any or all of these activities.
2. Publicize the Smokeout in base newspapers, in posters, and in plans of the day/week.
3. Solicit testimonials from personnel who have successfully quit smoking. Pair former smokers with current smokers to help smokers get through a day without cigarettes on the Smokeout.



Variations:

MADD/SADD Campaign Against Drunk Driving – The two organizations, Mothers Against Drunk Driving and Students Against Drunk Driving regularly schedule campaigns to cut down on drunk driving, particularly around holidays where parties might encourage alcohol abuse. Navy personnel can volunteer to assist these organizations to pass out red ribbons to put on automobiles symbolizing alcohol free driving or can publicize safe rides programs as alternatives to driving drunk.

Project: BONE MARROW DRIVE

Often, the only hope for survival for individuals with certain cancers or blood disorders is a bone marrow transplant. The National Bone Marrow Register exists to match patients needing a transplant with individuals who have compatible bone marrow. The register especially needs minorities since they are currently underrepresented on it. Testing to get on the register is a simple process requiring only that a couple of small vials of blood from a potential donor.

Materials/Resources:

- A central site to conduct the bone marrow drive
- Educational brochures on bone marrow transplants
- Press releases to advertise the bone marrow drive
- Hospital Corpsmen
- Supplies for drawing blood
- Forms for potential bone marrow donors to complete in order to be placed on the register
- Refreshments

<http://www.abmdr.org>



Procedures:

1. Contact your local Navy hospital or clinic and request assistance with setting up a bone marrow drive. Identify a convenient time and place for the drive to take place. The clinic should be able to assist you in obtaining materials to educate base personnel regarding bone marrow transplantation and to advertise the drive. Try to identify individuals who have actually donated bone marrow so that they can give first hand accounts of the process to base personnel (interviews for base papers or flyers).
2. Arrange for a site and confirm that Hospital Corpsmen are scheduled for the event. Begin preparing announcements for the plan of the day/week, base newspaper, all hands e-mails, etc. Post flyers announcing the event around the base. Solicit donations of cookies and juice for the event. Arrange for newspaper photographic and journalist coverage of the event.
3. Solicit volunteers to assist with check-in, distribution of donor forms and pens, answering procedural questions, directing donors to corpsmen, and handing out refreshments.
4. After the drive, write letters of appreciation for all who assisted in the event.

Variations:

Blood Donation Drives – Have the command sponsor a blood drive to coincide with a time when blood banks are traditionally short on blood supplies (around holidays, Christmas, Thanksgiving, and Labor Day in particular).

Organ Donation Pledging – Coordinate with your local clinic and your legal assistance personnel to get information on organ donation for dissemination among command members.

Project: FIRE PREVENTION WEEK CELEBRATION

Every year fires destroy lives and property that could have been saved had proper precautions been taken. Reminding Sailors, Navy civilian personnel, and members of the community about safe fire practices could prevent needless personal and property loss.

Materials/Resources:

- Navy volunteers
- Fire safety personnel
- Site for fire safety demonstrations
- Literature on fire prevention
- Fire safety equipment

<http://www.smokeybear.com>
<http://www.nfpa.org/sparky/>



Procedures:

1. Get command support for sponsoring a Fire Safety Fair. Identify a site and date for the event. Solicit volunteers to demonstrate how to use a fire extinguisher, how to check smoke detectors, what to do if you or your clothing catches on fire (stop, drop, and roll), and other fire issues (how to prevent electrical fires, safe practices for grilling and barbecuing, etc.).
2. Advertise the event using flyers, base newspaper, all hands e-mail, plans of the week/day, and other available media. Invite base personnel, their families, members of the community, and school groups to the fair. In addition to live demonstrations, offer attendees the opportunity to tour the base fire house. Set up fire trucks and fire personnel's safety gear as static displays. Hand out literature on fire safety to attendees.



3. Draft letters of appreciation for volunteers and fire safety demonstrators.

Variations:

Contests – Schedule poster, essay, or poetry contests for students to promote safe behaviors that prevent fires. Publicize contest results in the base paper and designate winners as honorary base fire personnel.

HSF QUICK PICKS

Safety Fashion Show: Children model for younger children safe outfits for various activities. Example of outfits include the following:

- bike helmet and long sleeve shirt, long legged pants, and strong shoes for biking
- helmet and knee and elbow pads for skate boarding or roller blading
- bathing suit, dark glasses, hat and sun screen for a day at the beach.

Smile Protection: Schedule a Dental Technician to visit the school and demonstrate to each class the appropriate way to brush teeth.

Fitness for Teachers: Assign your Sailors who have been put into remedial PRT to perform their exercise at the school and invite teachers to join in the exercise program with the sailors.



PROJECT GOOD NEIGHBOR

Project: DRESS FOR SUCCESS USED CLOTHING COLLECTION

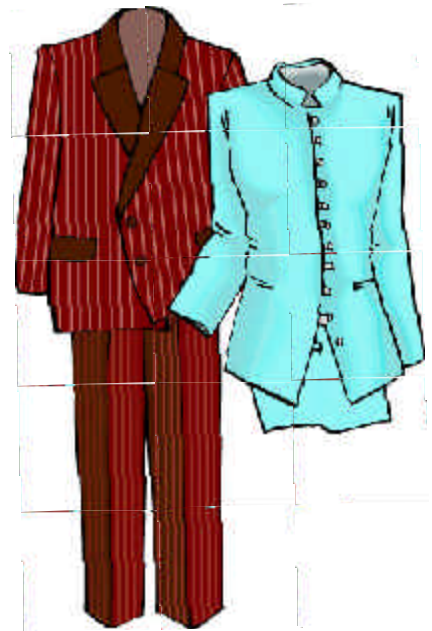
Clothing drives are nothing new.* There are children and adults who need clothing and would be happy to have clothes that we no longer need or want. Clothing drives can be general where all clean clothes in good repair are collected or they may target specific populations with specific needs such as children who need back to school clothing, adults who need appropriate office clothing to get employment, or pregnant poor women who need maternity clothes. This project is aimed at assisting Welfare-to-Work programs to prepare public assistance recipients for employment in the workplace.

Material/Resources:

- Volunteers to sort and size donations
- Garment bags and hangers to keep donations in good condition
- A committee to publicize the clothing drive and to generate appropriate donations
- Designated sites where donations may be delivered
- A point of contact with a local Welfare-to-Work/School-to-Work program

Procedures:

1. After obtaining command approval, identify a local social service agency which helps prepare welfare recipients to transition to full time employment. Find out if the agency has a program to help these individuals build up a work wardrobe so that they can apply for employment. Coordinate with the agency to determine what type of clothing is needed.
2. Designate areas where people may drop off clothing donations. Accept only donations that have been dry cleaned or freshly laundered. Solicit donations of hangers and garment bags to keep the donated items in good condition.
3. Recruit a committee of volunteers to publicize the clothing drive and to sort, size and transport the donated clothing items to the social service agency designated to receive the donations.
4. Seek assistance from the public affairs office to publicize the clothing drive and to cover the actual donation of clothes to the agency.
5. Prepare letters of appreciation or certificates of commendation for volunteers who served on the clothing drive coordination committee.



Variations:

Winter Coat Collection – Collect outgrown winter coats for distribution to poor chil-

dren. Schools can identify students who need this type of support

Cold Feet Relief Drive – When hands get cold, you can always put them in your pockets, but when feet get cold, the only way to get them warm is to add clothing. Try collecting socks for street people and the homeless poor. Agencies which provide support for the homeless can help with distributing the socks to those who need them most.

*** Check with your legal officer regarding legal constraints pertaining to donations to community organizations.**

PROJECT: BABY ROCKING

Some babies are abandoned in the hospital by their parents. This often occurs when a mother who uses drugs gives birth to an addicted child. Because of the addiction and the other medical problems it causes, these babies often must spend long periods of time in the hospital before they can be released. During this time, they do not experience the normal cuddling and attention that babies normally receive from their families. This type of attention is necessary for good social development of infants. Many hospitals have volunteer programs to provide the needed socialization for “boarder babies.”



Materials/Resources:

- Volunteers (Screened and Approved)

Procedures:

1. I identify hospitals with “boarder baby” programs which utilize volunteers to rock, cuddle, and socialize babies. The volunteer coordinators of hospitals and community volunteer centers can usually provide information on the availability of such programs.
2. I identify requirements for individuals to volunteer for programs. There may be age, health screening, or time commitment requirements.
3. Advertise the program availability, solicit volunteers, and refer them to the program coordinator for orientation and assignment.

Variation:

Baby Paraphernalia Collection – I identify items needed to support “boarder babies” (e.g., disposable diapers, formula, baby toys, etc.) and sponsor a donation drive.

Project: DISASTER RELIEF

When natural disasters occur which threaten the survival of people, wildlife, or vegetation, Navy people have traditionally responded generously to the devastating event with clothing and food drives, rescue and restoration initiatives, and financial assistance. Although these activities are not difficult to carry out, a few considerations should be kept in mind when providing disaster relief.

Materials/Resources:

- Volunteers
- Collection sites and collection containers
- Transportation for collected items or volunteers
- Clean-up equipment (if appropriate)

<http://www.redcross.org/donate/donate.html>

Procedures:

1. Depending on the disaster, determine what needs to be done to provide relief. If collections of food, water, or clothing are to be made, obtain permission from base/command leaders and designate a collection site. Obtain collection containers to hold donations. Coordinate with base chaplains and Fleet & Family Support Center personnel on the donation drive.
2. If fund raising is needed for the disaster relief, bear in mind that permission may be needed from the Office of Personnel Management (only Combined Federal Campaign and Navy Marine Corps Relief Society fund drives are normally permitted).
3. Coordinate with federal/state/local disaster relief organizations to ensure effective collaboration and to prevent duplication of efforts.
4. If volunteers are participating in clean-up activities after a natural disaster, ensure that safety briefings are arranged that include safe operating procedures for equipment such as power saws or other tools that might be used.
5. Prepare letters of appreciation or certificates of commendation for volunteers.

Variation:

Personal Relief – Some disasters don't affect an entire community. If a member of the community experiences a devastating house fire or catastrophic illness, the command may want to initiate a donation drive to meet the needs of a specific individual, family, or group.



PROJECT: HOLIDAY MEALS FOR THE HOMELESS

During the holidays, many people like to extend the holiday cheer by helping to provide nice Thanksgiving/ Christmas/Hanukkah meals for those less fortunate.

Materials/Resources:

- Volunteers
- Social service agencies sponsoring holiday meal programs

Procedures:

1. About a month prior to a major holiday, identify social service organizations which sponsor holiday meal programs for the homeless or poor. Community volunteer centers, chaplains, and organizations which support the homeless will most likely be able to direct you to the various holiday meal programs in the area.
2. Contact holiday meal program sponsors and obtain the procedures individuals need to follow to volunteer to serve holiday meals. Advertise the holiday meal-feeding program to Navy personnel and refer interested volunteers to the meal program sponsor.
3. Draft letters of appreciation for volunteers.

Variations:

Soup Kitchen Support – People need to eat every day, not just on holidays. Since there is usually a huge increase in volunteers at holiday time for meal programs, consider volunteering the day before or after the holiday for the feeding programs when they probably are short handed for volunteers.

Holiday Food Collection – Collect canned and preserved items that are traditionally prepared for holiday meals (canned cranberry sauce, stuffing mix, canned vegetables, etc.) and donate them to a local food bank or feeding program.



PROJECT: VISITS WITH VETS

Veterans who have served their country well may find themselves alone in a Veterans' Hospital or retirement home. Providing friendly conversation, reading or writing correspondence, and generally demonstrating that the veterans are valued for their contribution to America are ways that Navy personnel can support our nation's veterans.

Materials/Resources:

- Volunteers
- Transportation to Veterans hospitals and Nursing Homes

<http://www.holiday-project.org>

Procedures:

1. Identify the volunteer coordinator for local Veterans Hospitals and nursing homes. Obtain information on volunteer programs at the sites and volunteer requirements.
2. Advertise volunteer program availability and solicit interested volunteers. Remember to have volunteers screened and approved by the command.
3. Schedule a volunteer orientation for command volunteers and determine if there is a need for transportation. If transportation is needed, try to set up carpools for volunteers if command provided transportation is not available.
4. Assist hospital/nursing home volunteer coordinators to assign and promote support for veterans.

Variation:

Holiday Cards for Veterans – arrange for your command to solicit donations of holiday cards (Valentines Day, St. Patrick's Day, Easter/Passover, Halloween, Thanksgiving, Christmas/Hanukah) from command members. Have donors write a brief note wishing the veteran recipient a happy holiday, and deliver them to a VA hospital or nursing home.

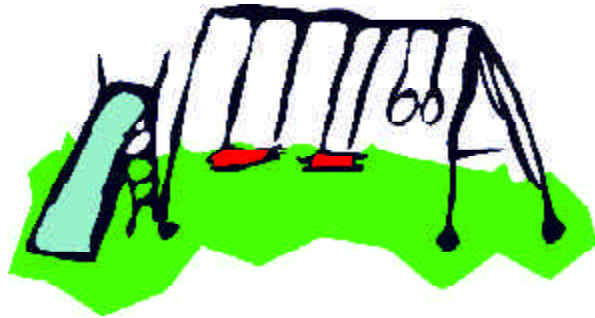


Project: PLAYGROUND BUILDING

Often there is no safe place for children to play within a community. As a result, children resort to playing in the streets or in other dangerous places. Some communities have addressed this problem by building playgrounds with volunteer labor.

Materials/Resources:

- Volunteers (although volunteers with carpentry skills are most needed, non-skilled volunteers are useful also and should not be discouraged from joining in on the project)
- A field on which to construct the playground
- Building tools and equipment
- Playground equipment
- Plants and materials for landscaping



Procedures:

1. Contact the local volunteer center to learn about local opportunities for playground construction. Ensure that the project coordinator for the playground construction understands that Navy provides only labor. The community must find donations of funds, equipment, and landscaping materials for the project.
2. Recruit volunteers. Although volunteers with carpentry or mechanical skills are most needed, non-skilled volunteers are also needed and should not be turned away.
3. Obtain a playground building plan and schedule. Schedule volunteers to participate in site preparation, play equipment assembly/building, and landscaping.
4. Track volunteer contributions and draft letters of appreciation upon completion of the playground.

Variations:

Playground Refurbishment - Look for existing community playgrounds or elementary school playgrounds that may be in need of refurbishment. Play equipment needing bolts tighten or replacement parts cause safety hazards. Update the look of the playground by cleaning or giving the equipment a fresh coat of paint. Ask community leaders for planting materials and sand or other cushioning materials to make the play area soft and safe for kids.



PNG Quick Picks:

Habitat for Humanity— Local chapters of Habitat for Humanity International can identify home building sites which need volunteers and can provide the required orientation for Navy volunteers. Schedule an orientation at the base for interested Navy personnel. Once the orientation is complete, volunteers can sign up for available building dates at Habitat Housing sites.

Soup Kitchens - Many organizations provide food for the needy year round. Volunteers prepare, serve or deliver meals, clean up, and socialize with the “diners.” Social service agencies or the local volunteer center can provide a list of soup kitchens which rely on volunteers. Contact soup kitchen coordinators to find out how your command can help.



CAMPAIGN DRUG FREE

Project: RED RIBBON WEEK

Red Ribbon Week began in 1988 in honor of DEA (Drug Enforcement Administration) Agent Enrique "Kiki" Camarena, who was kidnapped and killed in Mexico in February of 1985. The first Red Ribbon Week was proclaimed in 1988 by the U.S. Congress in support of Agent Camarena and the cause he gave his life for — combating drugs. The week is marked by the wearing of a red ribbon to send the message: Live drug-free! Red Ribbon Day or Week, which normally occurs during the last week of October, is a school program designed to discourage children from using drugs. Navy personnel can volunteer to support Red Ribbon Day activities at a local school or with the command's partner school.

Materials/Resources:

- Volunteers
- Red Ribbon campaign videos/DVD/materials
- Drug detection dog

<http://www.redribbonworks.org/>
<http://www.redribboncoalition.org/>



Procedures:

1. Coordinate with the principal/guidance counselor of local schools for a date and time to conduct a Red Ribbon presentation. Presentations can be held at several schools, with two to four Sailors visiting each school.
2. Contact your local DAPA and see if they can provide any assistance or support with current anti-drug messages/information or giveaways. Navy Personnel Command's Navy Drug and Alcohol Abuse Prevention (NADAP) program supports Red Ribbon and may be able to provide further assistance.
2. Some schools schedule Red Ribbon presentations for a week, with volunteers from various organizations giving presentations. If your school has no other presenters, you can schedule activities for each day with school assistance. Explain the presentation goals with your volunteers and what they should discuss during the presentation.
3. Check with base security to see if they have any dog handlers. Children enjoy seeing how Navy's drug detection dogs can locate drugs. Show them as a deterrent, that even if you try to hide drugs, you will be caught.
4. On the day of the event, have volunteers meet at the school site about a half hour prior to the beginning of the presentation to go over the final details. If you have giveaways for the students, give them to the guidance counselor or principal for distribution after the presentation.

5. Check volunteers in, collecting the correct spelling of their names, their ranks/ ratings, and command. Present certificates to volunteers for helping to teach students to stay away from drugs.

Variations:

Paint the Town Red - Erect banners and exhibits in your school and in other community locations explaining the symbolism of the red ribbon. Encourage your city's mayor to officially proclaim Red Ribbon Week. Plan a community-wide celebration that includes fun activities, live music, games and food. Emphasize that everyone can have fun without drugs. Decorate your community with red ribbons. Tie them on parking meters, tree branches and park benches

Health Fair - Set up a health fair at your local school. Invite local agencies to set up displays and exhibits with hands-on activities emphasizing the consequences of using tobacco, alcohol and other drugs.

Project: ALCOHOL/DRUG FREE PROM/GRADUATION NIGHT

The two most frightening times of the school year for principals and staff are prom and graduation. In an effort to provide a tragedy-free prom and graduation season, schools, parents and communities across the country are joining forces to provide alcohol- and drug-free "All Night Parties" for their students as a safe alternative to the usual drinking and driving from party to party that takes place. Work with local educational leaders to come up with a plan to help young people celebrate their prom night without the use of drugs or alcohol.



drug free

Materials/Resources:

- Navy, parents, school and community volunteers
- Prom committees
- Community donations of prizes/food/drinks

<http://www.nationwideprompromise.com/index.htm>

<http://www.sadd.org/campaign/party.htm>

Sample Prom Night themes

Monte Carlo night (casino games)
Rock-a-Round-the-Clock (50's/60's type sock party)
Amusement type party with inflatable rides/games
Phantom of the Opera/masquerade ball
Glamorous/Vintage/Flapper 20s or 30s
Mardi Gras/Paris/Survivor/Wizard of Oz

Procedures:

1. Have an assembly to rally support for an alcohol and drug free prom night and have students sign a pledge not to drink or use other drugs during prom season. Post at the front of school as a reminder. Encourage participation from local educational and business leaders, as well as parents.
2. Decide of a prom night theme. For example, you can hold a Monto Carlo night, with casino games. Use play money that students can trade back in at the end of the night for items and discount offers that have been donated by local businesses. Or a 50's party with band/jukebox and sock hops. Have students dress in costumes support the theme of the night. Make it Special. Remember that you are competing with what some kids consider a night of drinking without a chaperone. To convince teens to come, you have to offer activities that they won't find elsewhere.
3. Work with school officials to secure a place to hold prom night. Decide on how many volunteers will be required to run the night's activities and to monitor the students safely. Establish ground rules, such as a no re-entry policy or once your in, it's for the night. Always have someone posted at the entrance doors. Ask the local police department to provide security. Sell tickets to help with the cost of the party.
4. Ensure entertainment, food and drinks are readily available. Plan a large range of activities so that there will be something for everyone — for example, sports activities, karaoke, group games such as a limbo contest, Twister, board games, movies, etc.
5. Plan a parents' night. Invite the parents to come in before the event. Explain the reasons for having an all-night alcohol- and drug-free party and discuss the facts and dangers of alcohol, ecstasy and other drugs. Consider inviting your police chief and a ocal lawyer to explain the laws and liability surrounding underage drinking.
6. Involve the community. This event provides an opportunity to build strong community support and raise everyone's awareness concerning high risk issues for young people. You can invite your community to partner in this project by donating time, food, money, space, or whatever else you need. Hold games, raffles, ect., throughout the night. Save a big prize for the end to entice the students to stay.
7. Create a strong conclusion. Plan a special event for the end of the evening that everyone can enjoy and remember. A great idea for this is a slide show of photos from the past to the present or a "senior video." Students, faculty, and parents can work together on this event.
8. Arrange for local media coverage and photographic support.
9. Remember to say thank you. Make it a point to say thank you to everyone who helped to make the evening a success. A thank you breakfast or coffee afterward is nice. A thank you ad in your local newspaper is also a good way to show your appreciation.

Project: GRIM REAPER DAY

"Grim Reaper Day," "Day of the Living Dead," "Dead Day," or whatever you choose to title it, is an effort to bring home the tragedy of drinking and driving. Students Against Drunk Driving (SADD) chapters across the country present this awareness-raising activity. Work with your local SADD chapter or help start one.



Project Synopsis:

It's a morning in early spring, and the classroom is quiet as the teacher instructs the daily lesson when suddenly the door opens and a strange hooded figure enters the room. His long black hood is so deep that his face is completely hidden. He's carrying a tall staff with a shiny, curved blade at the end. The class seems suspended in silence. Even the teacher is motionless. The hooded figure glides over to a girl with long blond hair. He taps her on the shoulder. She points to herself. "Me?" she asks. The "Grim Reaper" nods. Her friends cringe — they are survivors, but she is gone. The Grim Reaper strides toward the door, pulling the blonde girl along with him. He leaves a red carnation on her empty desk.

Throughout the school day, the Grim Reaper randomly pulls chosen students from their classes. He is showing, not telling, the students how easy it is — how random it is — to become an impaired driving statistic. The students know from the SADD program the day before that every time a "victim" is pulled out of class, someone in America has just died in a drunk driving crash. The victims' faces are painted white with one black tear. Their eye sockets are blackened with makeup. They are "dead" for the rest of the day. All day long, the dead are in evidence. They attend classes, but do not speak to anyone. If another student talks to them, they act as if they cannot hear, as if they are not there. The victims are given death certificates and obituaries describing the impaired driving crash that killed them. A girl whose glasses don't hide her dark eye sockets wears a cardboard placard around her neck that says it all: "I died at 10:40 a.m. Don't drink and drive." A boy in a plaid shirt bears a sign: "You can't talk to me anymore. I'm just a memory."

Materials/Resources:

Volunteers
Paint/sheets/cardboard
coffin/mirror
red carnations
Grim Reaper costume

<http://www.sadd.org/campaign/grim.htm>

Procedures:

1. Brief the day's activities with school officials and obtain permission to conduct the all-day activity. Hold an assembly the day before on the dangers of drinking and driving. Give students statistics about teenage drinking and driving. Without divulging the planned activities, explain to the students that during the next day, they will see what can happen when they or someone they know drink and drive. Ask that if they are chosen to participate, that they be a willing volunteer in this important activity and demonstration.
2. Select a day to have the event, making sure it is a day that doesn't interfere with tests and all teachers agree upon. A good time would be right before a holiday, prom or graduation event where drinking by students is possible.
3. Write up death certificates with the dates and times of alcohol-related accidents, describing the circumstances of the accident and the victims.
4. Select a volunteer to play the part of the Grim Reaper. Randomly select students from each classroom throughout the day. Don't speak!



5. Take the students back to a staging room. Explain to them they have just become a casualty of drunk driving and obtain their cooperation to play a part in the activities. Explain to them that they are now "dead" and must not speak for the rest of the day. Paint their faces white and paint black around their eyes. They can go back to their classes, but must not talk. Give them a death certificate and place signs around their necks, stating when they "died" or messages stating that they're just a memory, you can't see, talk or touch them anymore.
6. Have the "dead" students sit by themselves at lunchtime. Place a coffin in the lunch room, by the exit door, with a mirror inside. When the students leave the cafeteria and look inside, they will be startled to see themselves.
7. When school lets out, have the victims lie side by side on the school ground — rows of bodies covered with white sheets. Everyone will stop to look with the message getting through.
8. Arrange for press coverage to further expand the message out to the community.
9. The following week, arrange another assembly to discuss the day's activities and the impact it had on the students. This can be broken down by grades to see how it impacted the different student populations and to answer any questions they may have. Let the students know, you appreciated their cooperation in helping with this valuable lesson.

Variations:

Ghost Students- Send the "Grim Reaper" into the classroom for each victim. The Grim Reaper whites out the victim's face, and puts a halo on his or her head and a tombstone around the neck. At the end of the day, the ghosts walk through the halls showing how many tragedies have occurred.

Cemetery - Marking the lockers of the "dead" students with cardboard tombstones or crosses, placing crosses out on the front lawn of the high school along with a wrecked car and making announcements over the PA system throughout the day explaining the events taking place and announcing each new death.

Morgue - You might want to consider turning a hall or a foyer in your school into a morgue. As students leave the building, they view the bodies covered with the sheets and bearing toe tags. This is one way of bringing a strong conclusion to this vivid dramatization.

Drunk driving death announcements - In the morning, announce that every 33 minutes throughout the day, a bell will ring to commemorate all those Americans who will be killed by impaired drivers that day. Then ring a gong over the speaker system at the appropriate interval. At the end of the day, read the following announcement: "If you were disturbed or troubled at the ringing of the bell every 33 minutes today, imagine how distraught and upset the friends and families of those who die each year at the hands of impaired drivers must feel."

Project: Form a Students Against Destructive Decisions (SADD) chapter

Founded as Students Against Driving Drunk in 1981, SADD has grown to become the nation's dominant peer-to-peer youth prevention organization with thousands of chapters in middle schools, high schools and colleges. In 1997, in response to requests from SADD students themselves, SADD expanded its mission and name, and now sponsors chapters called Students Against Destructive Decisions.

SADD's unique approach involves young people delivering education and prevention messages to their peers through school- and community-wide activities and campaigns responsive to the needs of their particular locations. Projects may include peer-led classes and theme-focused forums, teen workshops, conferences and rallies, prevention education and leadership training, and awareness-raising activities and legislative work.

Materials/Resources:

Volunteers sponsors
Meeting location
SADD chapter members

<http://www.sadd.org>

Procedures:

1. Review the SADD website to have a good grasp on the SADD concept. Meet with the local middle/high school administration with the idea of starting a SADD chapter at their school. Explain the program to them and how it offers something for all students.
2. Talk with teachers for help in finding a young person to help you get the program started. Have them help you recruit a diverse group of students in order to appeal to everyone in your school; students will realize that SADD offers something for everyone if they see that it is led by a unique, diverse group of their peers.
3. Appeal to a teacher, coach, counselor, or administrator who is trusted and well respected by the school community to help facilitate the program. Refer to SADD's "The Role of a SADD Chapter Advisor" for additional guidance.
4. Schedule regular meetings at a time when all members and advisors are able to attend. Some schools set aside time during the school day for clubs and activities to meet while others opt to meet after school.
5. SADD chapters plan a wide variety of activities and events in their communities. The more creative your chapter members are, the better! You can plan fund-raisers, awareness-raising events, substance-free parties, and much more. To get started, you can refer to the SADD Manual or the SADD Web site, both of which have a variety of



ideas and suggestions for how to plan a fun and effective event.

6. Have fun with the program! This is a great way to reach young people and help them through the teenage years and help them understand and deal with life-changing and the unfamiliar decisions they may have to make.

Campaign Drug Free Quick Picks

Junior High Night - Invite junior high students to meet with the 6th graders to discuss junior high life. Make sure to ask students who are good role models, will be able to present a good "No Use" message and can give information about student responsibilities.

Drug-free Nursery Rhymes- Have chapter members write poems, nursery rhymes, stories, etc., with the drug-free message directed toward the elementary schools.

Video- Make a video of students practicing refusal skills in difficult situations. Use it as a teaching tool or to supplement an awareness program

Traveling Skits- Work with your Drama Club to put together skits dealing with peer pressure, how to say no, role-playing, etc. Offer to community meetings, PTA meetings, younger grades and peers.

School/Community Murals- Do a mural with drug-free messages. Ask each student in the school and/or chapter to help out. Have a dedication with city officials or school administration.

Grocery Bag Messages - Collect paper grocery bags from your local store and distribute to elementary students to create drug-free messages. Award prizes to the winners. Return all the decorated bags to the grocery store to be used. Shoppers will have a drug-free message on their bags when they return home.

Tobacco Door Contest - Encourage them to take a look at the real side of using tobacco. Conduct a door contest. The entire class can work on the project, thus encouraging among them a discussion of tobacco use. Provide prizes for the doors that best depict the effects of using tobacco. Don't forget to include chewing tobacco in the discussions.

CONCLUSION

These few examples of projects which commands may undertake are designed to help new Navy Community Service Program command coordinators to get ideas for command volunteer projects. Coordinators are encouraged to seek assistance and advice from their regional Community Service Program Coordinators who have had experience with the program and can share projects which have been implemented successfully within the region. In addition, coordinators may refer to previous issues of the Navy Community Service Newsletter, each issue of which contains a significant number of successful volunteer projects.

As coordinators become more experienced, they are invited to share their successful projects by submitting newsletter articles or project ideas to the Navy Community Service Program Manager, Commander, Navy Installations Command (N255) 5720 Integrity Drive, Millington, TN 38055-6050 or MILL_communityservice@navy.mil. Project ideas should be submitted in the format of the projects contained in this publication.

PROJECT SUGGESTION FORM

Project:

Background Information:

Materials/Resources:

Procedures:

Variations: